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ABSTRACT

This student guide is for 15- to 17-year-olds participating in the Pennsylvania 4-H "Your Community, Help Develop It" project which is designed to involve youth in improving the quality of community life, learning about the role and functions of local government, understanding public issues, becoming involved in the process of community decision making, and participating in community projects. The workbook offers definitions of community development, describes trends in citizen participation, and provides guidelines for choosing, designing, and documenting a community development project. Five sections direct participants in identifying what community development is, assessing community needs, surveying resources available through local agencies and community leaders, outlining the steps involved in a community development project, and describing the goals, activities, and outcomes of a community development project. (NEC)

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PROJECT 3 — MEMBER GUIDE
Pennsylvania Youth in Action
1980

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YOUR COMMUNITY
HELP DEVELOP IT!

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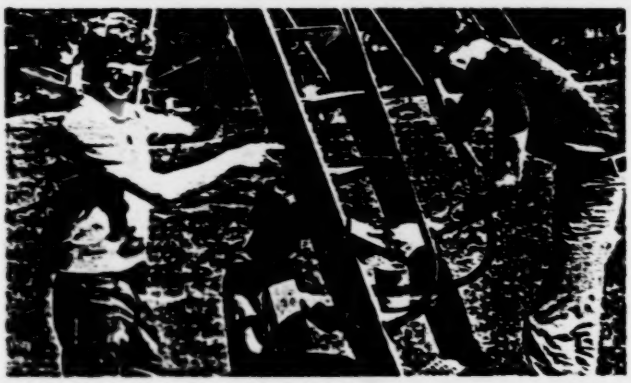
The Pennsylvania State University, College of Agriculture Extension Service, University Park, Pennsylvania

YOUTH COMMUNITY DEVELOPMENT IS YOUNG PEOPLE AND ADULTS

Improving the Quality of Community Life



Learning about the Roles and Functions of Local Government

Understanding Public Issues

Becoming Involved in the Process of Community Decision Making

Participating in many Community Projects and Activities

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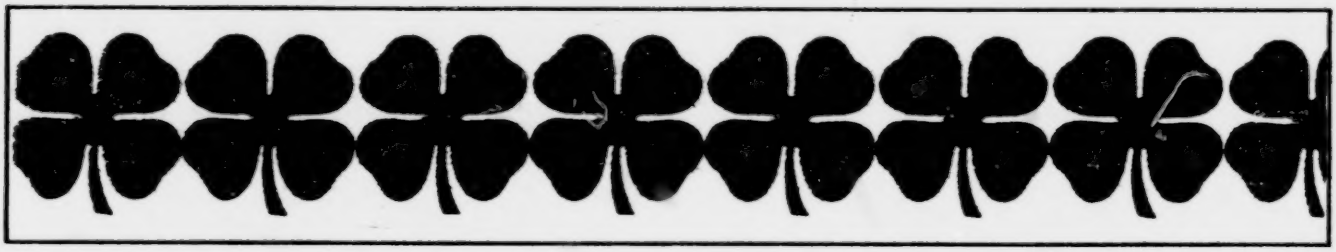

WHAT IS COMMUNITY DEVELOPMENT?

Definitions of community development abound in the literature. John Dunbar, director of the Cooperative Extension Service, Kansas, has defined community development in this manner: *Community development is people getting together to work on the problems they have defined as needing to be resolved in order to make their community a better place in which to live.*[1]

CITIZEN INVOLVEMENT IN COMMUNITY DEVELOPMENT IS INCREASING

Two current national trends provide impetus for persons to increase local community development efforts. First is the growing interrelatedness of society. Events in urban America influence rural America, bringing new challenges to local communities. Rural areas are becoming increasingly subject to the same problems of land, water, and air pollution; sewage and solid waste disposal; and transportation needs that cities experience. These problems have a major effect on the quality of life. Citizens must learn to deal with these factors if their communities are to remain viable.

The second trend is the decentralization of government. In recent years, county and municipal governments have been growing faster than they were previously. Much of this increase in growth stems from a recognition that society wants to halt or reverse the trend of centralization. The Revenue Sharing Program is one vehicle that has made this recent trend possible. The impact of this trend requires local officials to make more and more complex decisions. Yet, because of the recency of this change, local officials frequently do not have the technical resources and experience in working effectively with the assistance of citizens and organizations in the community.

In order to meet the challenges created by these and other trends, everyone needs to be involved. Local citizens have most of the expertise needed to resolve community problems when they have an understanding of certain techniques of community development. Tankersley (SEA-ES) suggested ways for us to resolve community problems. He stated that we need approaches to community development which:

- allow and encourage us to capitalize on our own experiences and strengths and upon our own resources first in implementing needed changes.
- allow us to gain from each others' experiences and knowledge first, to identify information, knowledge, or resource gaps, and then to gain from outside organizations those resources, knowledge, or information needed.
- allow us to gain from each others' experiences and strengths.[2]

Project 3 — Your Community — Help Develop It! — sets the stage for increased understanding, through sharing, to help provide a better life for everyone.

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1. Ruskin, P.D., D.K. Heasley, and J.B. Munson. *Approaches to Community Development*. Videotape, 30:28 (October 1977)

2. Tankersley, H. "Some Thoughts on Citizen Involvement in Public Decision Making," USDA/ES/CRD, (February, 1976)

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I.

A. Community Development is: _____

_____

_____

_____

B. CD projects involve _____ actions or decisions rather than individual actions or decisions.

C. CD projects usually benefit a _____ part of the community and require that a _____ number of citizens participate and contribute.

D. Name as many project areas as you can that can be considered as CD.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

E. How can young people have a significant impact on conditions in their community by working together?

II.

A. I live in _____ community, but I have many needs and contacts that require that I associate with and depend upon people, things, and services in a much larger area. What changes and improvements outside the immediate community must I be concerned about?

B. A community is: _____

_____

_____

(Project 1, Unit 2 — Community Awareness — may be used as a starting reference.)

C. Some recent improvements that have affected me are:

_____

_____

_____

D. Some things which I like about my community are:

_____

_____

_____

(Project 1, Unit 3 — How I feel About My Community — may be used as a starting reference.)

E. Some things that need improvement in my community are:

_____

_____

_____

(Project 1, Unit 3 — How I Feel About My Community — may be used as a starting reference.)

F. Following are some project areas that might be included in CD. Rate these in your community.

1. Housing —
   good _____ fair _____ poor _____

2. Water supply for household use —
   good _____ fair _____ poor _____

3. Solid waste disposal (garbage, etc.) —
   good _____ fair _____ poor _____

4. Health services (doctors, hospitals, health dept., ambulance, etc.)—
   good _____ fair _____ poor _____

5. Crime prevention and law enforcement —
   good _____ fair _____ poor _____

6. Fire protection —
   good _____ fair _____ poor_____

7. Recreation —
   good _____ fair _____ poor _____

8. Beautification (public areas) —
   good _____ fair _____ poor _____

9. Employment opportunities —
   good _____ fair _____ poor _____

10. Historical preservation —
    good _____ fair _____ poor _____

11. Environmental protection —
    good _____ fair _____ poor _____

12. Education and training opportunities —
    good _____ fair _____ poor _____

13. Local government —
    good _____ fair _____ poor _____

(Project 1, Unit 4 — What Concerns Are There in My Community? — may be used as a starting reference.)

III.

A. Various public and private organizations and agencies are good sources of assistance in accomplishing CD project goals. Some of these agencies and organizations that might help are:

(Project 2 — Opening the Doors of Your Community — may be used as a starting reference.)

B. Many people occupying public offices can be very helpful with these types of projects. Some of these people and their offices are:

(Project 1, Unit 6 — Involving Others — may be used as a starting reference.)

IV.

*A. The first step in solving a concern is to _____ the problem.

B. The second step is to list all of the _____ solutions.

C. Next, _____ must be gathered on each alternative.

D. Fourth, the alternatives must be _____ to determine how well they will work and what side effects they will have.

E. The fifth step is to _____ the best alternative solution based upon objective evaluation.

F. Then, you should: _____

G. Community development involves group action and group decision making. If the people in a group are to work together, they should agree with one another on actions that need to be taken. *Majority* means that at least one more than half of the members agree on a decision. A unanimous decision means that the whole group is in agreement. A decision by consensus means that almost everyone in the group agrees.
A decision by consensus is better than a decision by majority because:

*(IVA-G are addressed initially in Project 1, Units 4, 5, and 6.)

V. Project Records

The project given highest priority and selected as the first one to be worked on by my group was: _____

Our goal was to: _____

Our group's activities were:

The result was:

My activities within the group were, specifically:

Your Community Project Review

*1. Will the project you selected benefit a large part of the community? _____

2. Can this project be accomplished by an individual, or does it require collective action by the group?

_____

3. What committee(s) did you serve on? _____

_____

_____

4. What leadership have you exercised during the project work? _____

_____

_____

5. What alternatives did your group consider in selecting a project? _____

_____

_____

_____

6. How did your group select the best plan of action? _____

_____

_____

_____

_____

7. Was the whole group in agreement with the selection of the project? _____

8. Did you get help from any agencies (Health Dept., Farmers Home Administration, etc.) in your work? _

_____

9. List at least three helpful hints you have learned by working with a group in getting your project accomplished.

_____

_____

_____

10. Were you able to cooperate with interested adults in this work? _____

How? _____

_____

_____

11. Were you able to involve any more youth who were not originally interested in your work? _____

12. What future plans does your community group have for other development projects? _____

_____

_____

_____

_____

*(Evaluation is addressed initially in Project 1, Unit 7.)

Our *next* project was: _____

_____

Our goal was to: _____

_____

_____

_____

_____

Our group's activities were:

The result was:

My activities within the group were, specifically:

Our group is considering the following projects for the future:

11

4-H ACTIVITIES REPORT

This report will help you keep a better record of your club activities. Fill it in as you complete each assignment. Refer to this record when you are entering county, state, and national programs. Ask your local leader to explain these programs to you.

MY 4-H ACTIVITIES REPORT FOR THE 19___ CLUB YEAR

Projects taken _____

_____

TV Member Yes ____ No ____

Program Title _____

Offices held

Club _____

County _____

Show and Tells or Demonstrations given

Local Club _____

County _____

Regional _____

State _____

News articles _____

Radio _____

TV _____

Things done to improve my health

_____

Community service or citizenship work done

By myself _____

With Club _____

Number of meetings my club(s) held this year _____

Number I attended _____

Number of new members I encouraged to join 4-H

_____

Number of boys and girls I helped with their projects

_____ In what way? _____

_____

_____

_____

Check those attended and tell how you helped

3 or 4-day camp _____

1-day camp _____

Club or county tours _____

Club picnic _____

County-wide picnic _____

Rural Life Sunday _____

County fair _____

Achievement programs _____

Roundup _____

Teen Leader Retreat _____

Pennsylvania 4-H Congress _____

State 4-H Capital Days _____

Kanesatake Leader Training Camp _____

State 4-H Days _____

Pennsylvania Farm Show _____

National 4-H Club Week _____

Others _____

_____

_____

_____

_____

Name

Address

Name of Club

Leader's Name

Name of Project

4-H Club Motto
"To make the best better"

4-H Club Pledge
I pledge
my head to clearer thinking,
my heart to greater loyalty,
my hands to larger service, and
my health to better living, for
my club,
my community,
my country, and
my world.

4-H Club Colors
Green and White

Adapted by: *Daryl K. Heasley,* Rural Sociology Extension Specialist, *Margaret J. Balitas, Kathleen A. Butz, James J. Grippo, David N. Kinsey,* and *Mary C. Lehman,* CD Youth Agents, The Pennsylvania State University, Cooperative Extension Service, from Clemson University materials.

The materials in Project 3 — Member Guide — were adapted with permission from Clemson University, Clemson, South Carolina.